

TEMPLATE FOR LESSON PLAN

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| Title of the thematic unit | Plastic - how does it get into the sea? |
| Length | 4 hours |
| Learning outcomes | <p>After this lesson, students will be able to:</p> <ul style="list-style-type: none"> + Identify causes and connections about the plastic cycle + question personal consumption behaviour + Recognise the connection between consumer behaviour and waste + to learn to find new solutions independently + to realise that many things make sense and are more efficient when you work together + to experience the suffering that one's own behaviour can cause + learn that I can/must change my own behaviour + to express what they have learned artistically + Articulate being affected |
| Teaching and learning aids and materials | <ul style="list-style-type: none"> • Plastic waste • Video footage - Youtube • Poems and stories on the theme of plastic • A device for playing music • Posters |

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| | <ul style="list-style-type: none"> • Pens |
| Learning methods and techniques | <ul style="list-style-type: none"> • Discussion • Presentation • Discussion in groups, • Brainstorming, • Problem solving tasks, • Meditation • Artistic activities |
| Instructions (course of the lesson) | <p>1. Hour</p> <p>After a short introduction to the topic, (L empties a rubbish bin in front of the class - provocative) We discuss why we don't want rubbish in our room, where it belongs, how it is collected, etc. We also discuss why we don't want rubbish in our room. Then a short film (The Great Pacific Garbage Patch - YouTube) is shown. The pupils trace the path of the plastic on the basis of the film. (Record the results on the board and in a notebook)</p> <p>Then, in groups of 2, consider when and in what way they personally use plastic on a given day and draw up a list. Then they think about which everyday plastic objects could be replaced by alternatives or which things they could cut out and no longer use in the future. The results are presented to the classmates. As homework, they discuss the list with their parents, siblings or grandparents.</p> |

2nd hour

What are the possible solutions for the large amount of plastic waste? Pupils work out strategies in groups and collect ideas for plastic avoidance and collection. They may be able to implement them as part of a larger project:

- Cinema film at school: Plastik planet - with discussion partners from politics, the municipality, the parish and tradespeople
- PLastic bottle collection - for 2 weeks. A huge fish is made from the bottles, sprayed with neon paint and hung on the roof of the school and lit up so that it is visible at night.
- Recycling of plastic - research from companies - per ton the school gets 250€ and donates the money to charity
- the pupils find out whether a drinks machine with returnable glass bottles can be installed in the school.
- PLastic bottle fasting
- Designing a cool design for a school glass bottle (school competition) so that children no longer buy plastic bottles

Hour 3 - Practice

Waste collection campaign around the school or waste separation campaign in the school building

Hour 4 - Deepening

Poems:

Read out a poem on the topic of plastic "In the sea there swims a carpet" - then the pupils create their own short poems on the topic of plastic. The short poems are written down by hand on slips of paper and hung up on a board.

Meditation/Dream Story/Vision:

The teacher turns on music with sounds of the sea. The students close their eyes and try to relax to these sounds, thinking about the sea and the sea animals. They also specifically think about plastic in the sea. The meditation lasts about 5 minutes. Afterwards, the students create a vision/utopia in groups on the topic of "The world without plastic". They can write down this vision or create a picture collage. The visions are hung up in the class and made visible.

A lesson in remembrance in religious education:

In the Bible online, the students research biblical texts that have to do with creation. The teacher points them to the passages that say that all creation is good (Gen. 1:1-31). (Even Texts from the Koran, the Torah or another book of the respective religion). Students look for examples, discuss and argue what it means that creation is good. Then the teacher shows pictures of plastic in the sea and mountains of plastic polluting the ground. The students now get an assignment and

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| | <p>draw double sheets. On the left side they draw the world polluted with plastic, on the right side they draw the world as it was originally. Underneath they write what they can do for one week to reduce plastic pollution. Another possibility would be to start the so-called "plastic fast" with the whole class.</p> |
| <p>Evaluation (assessment)</p> | <p>Knowledge tests, practical tasks, presentations (to other classes), project tasks,</p> |
| <p>Evaluation (assessment)</p> | <ul style="list-style-type: none"> • Assessment of the students' portfolio • - Essay on the prevention of plastic • - Knowledge tests on collecting plastic in oceans and on recycling plastic • Feedback from the pupils on the artistic-spiritual design of the 4th lesson |